


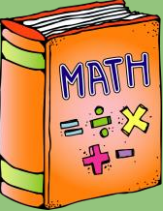







Year 3 Half-Termly Overview - Autumn 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English- Reading 	Text: Pebble In My Pocket Reading Skill: Summarising the main events in a text	Text: Stone Circles Reading Skill: Retrieving information from the text	Text: My Brother Is a Superhero Reading Skill: Discussing the structure of the text	Text: The Magic Finger Reading Skill: Using inference skills to work out answers	Text: Sugar: The Facts Reading Skill: Summarising the main events in a text	Text: Prawn Pizza Reading Skill: Retrieving information from the text
English- Writing 	Text: Love is... by Sarah Maycock Key focus: Writing poems using similes	Text: This Morning I Met a While Key focus: Creating a setting description	Text: This Morning I Met a While Key focus: Using past tense correctly	Text: This Morning I Met a While Key focus: Writing a diary entry	Text: Coming to England Key focus: Using emotive language	Text: Coming to England Key focus: Writing a letter to inform
English- GPS 	Grammar: Adjectives Spelling rule: Adding ing, ed, er, est, -y by doubling the consonant	Grammar: Expanded noun phrases Spelling rule: Contracted word	Grammar: Simple past tense and irregular verbs Spelling rule: Year 2 Homophones	Grammar: Fronted adverbials Spelling rule: suffixes to spell longer words, including -ment, -ness,	Grammar: Paragraphs Spelling rule: suffixes to spell longer words, including -ful, -les, -ly	Grammar: Apostrophes for contractions Spelling rule: -tion endings





Year 3 Half-Termly Overview - Autumn 1

<p style="text-align: center;">Mathematics</p> 	<p>Maths unit: Number sense and exploring calculation strategies</p> <p>Key Learning: Read, write, compare and order numbers to 100</p> <p>Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference.</p> <p>Derive new facts from a known fact</p>	<p>Maths unit: Number sense and exploring calculation strategies</p> <p>Key Learning: Read, write, compare and order numbers to 100</p> <p>Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference.</p> <p>Derive new facts from a known fact</p>	<p>Maths unit: Number sense and exploring calculation strategies</p> <p>Key Learning: Read, write, compare and order numbers to 100</p> <p>Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference.</p> <p>Derive new facts from a known fact</p>	<p>Maths unit: Place Value</p> <p>Key Learning: Read, write, represent, partition, order and compare 3-digit numbers.</p> <p>Find 10 or 100 more or less.</p> <p>Round to the nearest multiple 10 or 100.</p>	<p>Maths unit: Place Value</p> <p>Key Learning: Read, write, represent, partition, order and compare 3-digit numbers.</p> <p>Find 10 or 100 more or less.</p> <p>Round to the nearest multiple 10 or 100.</p>	<p>Maths unit: Graphs</p> <p>Key Learning: Collect, interpret and present data using charts or tables</p>
<p style="text-align: center;">Science</p> 	<p>Science unit: Forces and Magnets</p> <p>Key Learning: To compare how pushes and pulls can move objects.</p>	<p>Science unit: Forces and Magnets</p> <p>Key Learning: To carry out a fair test to compare how objects move on different surfaces.</p>	<p>Science unit: Forces and Magnets</p> <p>Key Learning: To explore how magnetic forces work at a distance.</p>	<p>Science unit: Forces and Magnets</p> <p>Key Learning: To compare and group various everyday materials based on whether they are attracted to a magnet.</p>	<p>Science unit: Forces and Magnets</p> <p>Key Learning: To predict whether two magnets will attract or repel each other.</p>	<p>Science unit: Forces and Magnets</p> <p>Key Learning: To use results to draw simple conclusions.</p>

Year 3 Half-Termly Overview - Autumn 1


<p style="text-align: center;">Computing</p> 	<p>Computing unit: We are Programmers</p> <p>Key Learning: I can explore Scratch and Scratch Editor tools.</p>	<p>Computing unit: We are Programmers</p> <p>Key Learning: I can determine the key features of a good animation and create a storyboard.</p>	<p>Computing unit: We are Programmers</p> <p>Key Learning: I can create characters and dialogue for the animation.</p>	<p>Computing unit: We are Programmers</p> <p>Key Learning: I can begin animating characters by planning and programming movements.</p>	<p>Computing unit: We are Programmers</p> <p>Key Learning: I can add costumes and backdrops to the animation.</p>	<p>Computing unit: We are Programmers</p> <p>Key Learning: I can add sound before reviewing, debugging and improving the animations.</p>
<p style="text-align: center;">Geography</p> 	<p>Geography unit: The UK and my Region</p> <p>Key Learning: To identify regions of the United Kingdom including my own.</p>	<p>Geography unit: The UK and my Region</p> <p>Key Learning: To identify major cities and counties within the United Kingdom.</p>	<p>Geography unit: The UK and my Region</p> <p>Key Learning: To research and answer questions about UK landmarks.</p>	<p>Geography unit: The UK and my Region</p> <p>Key Learning: To use topographical maps to identify physical features of the United Kingdom</p>	<p>Geography unit: The UK and my Region</p> <p>Key Learning: To read a map including symbols and a key and describe direction using compass points.</p>	<p>Geography unit: The UK and my Region</p> <p>Key Learning: To explain the purpose of and use four-figure grid references to locate features.</p>
<p style="text-align: center;">Art</p> 	<p>Art Focus: Drawing</p> <p>Key Learning: See like an Artist Shapes with in a drawing</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Creating tonal value</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Artist Study Stephen Wiltshire</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Artist Study Stephen Wiltshire</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Focussing how texture can be created in artwork</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Observational drawing</p>
<p style="text-align: center;">DT</p> 	<p style="text-align: center;">DT Unit: Digital World: Electronic Charm</p> <p style="text-align: center;">Key Learning</p> <p style="text-align: center;">I can understand the impact of the digital revolution in the world of (D&T) product design.</p> <p style="text-align: center;">I can write a program to initiate a flashing LED panel after button press and/or automatically initiate using the Micro:bit light sensing, as part of an eCharm.</p> <p style="text-align: center;">I can create and decorate a foam pouch for the eCharm, using a template.</p> <p style="text-align: center;">I can design a display badge and/or stand using CAD (computer-aided design) software for an eCharm product.</p>					

Year 3 Half-Termly Overview - Autumn 1

<p style="text-align: center;">RE</p> 	<p>Key Question: Why do people pray?</p> <p>Key Learning: What is prayer? Is prayer helpful? How could we answer this question?</p>	<p>Key Question: Why do people pray?</p> <p>Key Learning: What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?</p>	<p>Key Question: Why do people pray?</p> <p>Key Learning: How and why do Christians like to pray?</p>	<p>Key Question: Why do people pray?</p> <p>Key Learning: How do Hindus pray and worship at home and in the Mandir?</p>	<p>Key Question: Why do people pray?</p> <p>Key Learning: What is similar and different in the words of three prayers (Muslim, Christian, Hindu)</p>	<p>Key Question: Why do people pray?</p> <p>Key Learning: What more can we discover? Does reflection matter to me?</p>
<p style="text-align: center;">PSHE/RSE</p> 	<p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: I can communicate my feelings and use this to try to manage my emotions.</p>	<p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: I can collaborate with a team to achieve a goal.</p>	<p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: I can accept I may not always agree with others.</p>	<p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: I can listen and share my opinions respectively.</p>	<p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: I can say why friends may fall out and how they can make up.</p>	<p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: I know how to look after my friends and stay friends.</p>
<p style="text-align: center;">PE</p> 	<p>PE Unit: Netball</p> <p>Key Learning: To pass and receive the ball using the correct technique.</p>	<p>PE Unit: Netball</p> <p>Key Learning: To use passing and moving skills to keep possession</p>	<p>PE Unit: Netball</p> <p>Key Learning: To use my knowledge of attacking and defending to transition in a mini game</p>	<p>PE Unit: Netball</p> <p>Key Learning: To use my knowledge of attacking to pass and move effectively.</p>	<p>PE Unit: Netball</p> <p>Key Learning: To use attacking and defenders as a team to score a goal.</p>	<p>PE Unit: Netball</p> <p>Key Learning: To apply my skills of attacking and defending in a competition.</p>
<p style="text-align: center;">Music</p> 	<p>Music Unit: Let Your Spirit Fly</p> <p>Key Learning: Learn the lyrics to a new song</p>	<p>Music Unit: Let Your Spirit Fly</p> <p>Key Learning: Use instruments to accompany a song</p>	<p>Music Unit: Let Your Spirit Fly</p> <p>Key Learning: Improvise when singing and playing instruments</p>	<p>Music Unit: Let Your Spirit Fly</p> <p>Key Learning: Compose with a song</p>	<p>Music Unit: Let Your Spirit Fly</p> <p>Key Learning: Identifying structures of a song</p>	<p>Music Unit: Let Your Spirit Fly</p> <p>Key Learning: Perform a song</p>



Year 3 Half-Termly Overview - Autumn 1

<p>MFL</p> 	<p>MFL Unit: All about me (moi)</p> <p>Key Learning: To use the appropriate greeting in conversation.</p>	<p>MFL Unit: All about me (moi)</p> <p>Key Learning: To pronounce the numbers to 10.</p>	<p>MFL Unit: All about me (moi)</p> <p>Key Learning: To answer questions about myself.</p>	<p>MFL Unit: All about me (moi)</p> <p>Key Learning: To use words to write about myself.</p>	<p>MFL Unit: All about me (moi)</p> <p>Key Learning: To pronounce words with 'r' in.</p>	<p>MFL Unit: All about me (moi)</p> <p>Key Learning: To apply the knowledge of the taught vocabulary.</p>
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